

Relationships and Health Education Policy

Document Control

Issue Number: 7.0

Approved: CONSULTATION DRAFT

Contents

Trust Vision

UNICEF Rights Respecting Agenda

1. Introduction
2. Aims and Objectives
3. Definition of Relationships Education and Health Education
4. Roles and Responsibilities
5. Delivery of Relationships and Health Education
6. Relationships Education: Curriculum and Outcomes
7. Curriculum Design
8. Pupils with Special Educational Needs and/or Disabilities
9. Right to Request Withdrawal from Sex Education
10. Confidentiality and Child Protection
11. Equal Opportunities
12. Complaints

Monitoring and Review

Change Management

Annex 1 - Relationships Education Primary Stage Curriculum and Outcomes

Annex 2 - Health Education Primary Stage Curriculum and Outcomes

Annex 3 - Right to Withdraw Request Form

Trust Vision

Vision: 'All pupils achieve the highest standard of educational outcomes regardless of circumstances or background.'

- The Trust has been established through a shared belief that lives can be transformed by what goes on in schools. We believe that the process of teaching and learning shapes futures. To this end, our vision is to give every pupil learning experiences that excite and give them the power to begin to shape their own lives.

UNICEF Rights Respecting Agenda

Article 24 (health and health services): Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

The Trust's Relationships and Health Education (RHE) Policy is intrinsically linked to UNICEF's Rights Respecting Agenda, based upon the United Nations Convention on the Rights of the Child. This convention consists of 54 articles that set out children's rights and how governments should work together to make them available to all children. Under the terms of the convention, governments are required to meet children's basic needs and help them reach their full potential.

1. Introduction

- 1.1 The Trust believes that to prepare for the opportunities and responsibilities of adult life, pupils need to have the knowledge, skills and self-confidence to make informed and ethical decisions about their wellbeing, health, and relationships. Relationships education is about giving pupils the information they need to help them develop healthy, nurturing relationships of all kinds. Health education gives pupils information to make well-informed, positive choices about their own health and wellbeing. The Trust recognises that physical health and mental wellbeing are interlinked, and it is important that pupils can recognise when things are not right in their own health or the health of others and can seek support when needed.
- 1.2 The Trust has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its schools, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, or sexual orientation. Relationships and Health education (RHE) will be taught in a way which is sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort.

- 1.3 The Trust is aware of the need to be mindful of, and respectful to a wide variety of faith and cultural beliefs across its schools and will make every attempt to be appropriately sensitive. Equally, it is essential that pupils still have access to the learning they need to stay safe, healthy, and understand their rights as individuals. The Trust believes that its pupils deserve the right to honest, clear, and impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.
- 1.4 The Trust will ensure pupils understand the importance of equality and respect, and that everyone should be treated with dignity.
- 1.5 This policy has been developed by the Trust and in consultation with parents, pupils, and staff from all schools to ensure that it meets the needs of the whole Trust community. This policy will be reviewed annually by Trustees. At every review, the policy will be approved by the full Trust Board. Parents will be consulted in advance about significant changes.
- 1.6 The delivery of RHE is monitored by the schools' Senior Leadership Team and the schools' RHE Lead through a range of monitoring activities, such as learning walks and book monitoring. Pupil development in RHE is monitored by their class teacher as part of Trust assessment procedures.

2. Aims and Objectives

- 2.1 Through the delivery of high quality, evidence based and age-appropriate relationships and health education, the Trust aims to prepare pupils for the opportunities and responsibilities of adult life, while promoting their moral, social, mental and physical development. Pupils will be supported to understand how and when to ask for help and where to access appropriate support. By the end of their education, the Trust expects pupils to have developed resilience, self-respect, confidence and empathy, equipping them for the responsibilities and experiences they will encounter in later life.
- 2.2 Relationships and health education is intended to help pupils to:
 - Build healthy, respectful relationships focusing on family and friends.
 - Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
 - Learn about mental wellbeing.
 - Develop key personal attributes, such as kindness, integrity, generosity, and honesty.

3. Definition of Relationships Education and Health Education

- 3.1 Relationships education at primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries. Relationships education does not involve explaining the detail of different forms of sexual activity but can cover sensitive topics in order to keep pupils safe.
- 3.2 The Trust is committed to promoting pupils' health and wellbeing by developing their self-control, ability to self-regulate, and the strategies needed to manage challenges. Through health education, pupils are supported to build confidence, resilience, and perseverance, enabling them to respond calmly and thoughtfully to setbacks and to work towards goals over time. Health education provides pupils with the knowledge and skills to make informed decisions that support their physical, mental, and emotional wellbeing, including learning about healthy lifestyles, nutrition, exercise, mental health, hygiene, puberty, drugs and alcohol awareness, first aid, and staying safe. The Trust believes that an integrated, whole school approach to the teaching and promotion of health and wellbeing, delivered through subjects such as science, computing, physical education (PE) and personal, social, health education (PSHE), will have a positive impact on pupils' behaviour, attainment, and the development of lifelong healthy habits.
- 3.3 Together, Relationships and Health Education aims to ensure pupils are equipped to:
- Build and maintain positive relationships;
 - Stay physically and emotionally healthy;
 - Manage risks and keep themselves safe;
 - Make responsible choices;
 - Develop confidence and resilience.

4. Roles and Responsibilities

- 4.1 All members of the Trust community are expected to follow this policy. Roles, responsibilities, and expectations of each section of the Trust and school community are set out in detail below.

Board of Trustees

- 4.2 Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the chief executive officer and headteachers to account for the implementation of the policy.

The Chief Executive Officer (CEO)

- 4.3 The CEO will ensure that RHE is taught consistently across the schools within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver RHE.

Headteacher

- 4.4 Each headteacher, with support from their respective senior leadership team, will ensure that staff are supported and up to date with policy changes. They will ensure that RHE is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND, and that the subjects are resourced, staffed, and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents about any concerns or opinions regarding RHE provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RHE.

Staff

- 4.5 Teachers of RHE will ensure that they are up to date with school policy and curriculum requirements and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal, and emotional development, listen to their needs, and support them. Where appropriate, staff will inform the Designated Safeguarding Lead of any concerns shared by a pupil.

Parents

- 4.6 The Trust hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation, and trust. Parents are expected to share the responsibility of RHE and support their children's personal, social, and emotional development. The Trust hopes parents will create an open home environment where pupils can engage, discuss, and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the school their child attends where they feel it is needed.

Pupils

- 4.7 Pupils are expected to take RHE seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, and support one another with issues that arise during class.

5. Delivery of Relationships and Health Education

- 5.1 RHE will be delivered in a non-judgmental, factual way allowing scope for pupils to ask questions in a safe environment. Teachers will tailor the delivery of RHE to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values, and social labels, and develop skills that will enable our pupils to make informed decisions as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.
- 5.2 Staff will ensure that all resources used in the delivery of RHE are appropriate for the age and needs of their pupils.
- 5.3 In our schools, RHE will be delivered in science, computing and personal, social, health education (PSHE). Pupils of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

6. Relationships Education: Curriculum and Outcomes

- 6.1 By the end of primary school, the Trust will cover the content set out in Annex 1 and Annex 2.
- 6.2 The Trust recognises that pupils may ask questions about topics which go beyond the content covered by the school, or which relate to topics from which they have been withdrawn. The Trust recognises that pupils may turn to inappropriate sources of information, including online, when they have unanswered questions. Staff will use different strategies to ensure all questions will be answered factually and will be handled sensitively and supportively. Questions which teachers feel uncertain about answering and those beyond the curriculum coverage will be discussed with a senior member of staff and parents informed. Consideration will be given to religious or cultural factors, and to parents' wishes before questions are answered. Where appropriate, parents will be supported and signposted to access support services.

- 6.3 Curriculum materials can be found on the school website. Further materials can be viewed on request via the school office.

7. Curriculum Design

- 7.1 The Trust curriculum is set out in Annex 1. It may be adapted as and when necessary, including as a result of national legislation change or as a response to local needs. Parents will be consulted on any changes.
- 7.2 The Trust's curriculum for RHE aims to provide pupils with a rich, broad, and cohesive curriculum, enabling them to engage with meaningful learning experiences and preparing them to become confident and self-aware global citizens.
- 7.3 To deliver its approach, the Trust has tailored the Jigsaw PSHE Curriculum adapting content according to need and incorporating Learning for Peace (Peacemakers) approaches and content in line with the Trust's restorative and relational approach.
- 7.4 Curriculum materials can be viewed on school websites.

8. Pupils with Special Educational Needs and/or Disabilities

- 8.1 The Trust will endeavour to ensure that RHE is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Teaching will be sensitive, age-appropriate, developmentally appropriate, adapted and personalised to meet the specific needs of pupils at different developmental stages.
- 8.2 Staff will make reasonable adjustments to alleviate disadvantages faced by pupils with disabilities and will be mindful of the SEND code of practice and the Trust's SEND policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information.

9. Right to Request Withdrawal from Sex Education

- 9.1 The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.
- 9.2 Parents have the right to withdraw their children from the non-science components of RHE relating to reproduction, which is covered in one lesson in Year 6. Alternative work will be given to pupils who are withdrawn from this lesson. Requests for withdrawal should be put in writing using the form found in Annex 3 of this policy and addressed to the school Headteacher.

- 9.3 Before withdrawing or making a request, the Trust strongly urges parents to carefully consider their decision, as all elements of RHE are a vital part of the school curriculum and supports child development.
- 9.4 There is no right to withdraw from relationships or health education or the elements on human growth and reproduction which fall under the National Curriculum for PSHE and science. The Trust believes that the content of its relationships teaching – such as family, friendship, safety (including online safety) is important to be taught to all pupils.

10. Confidentiality and Child Protection

- 10.1 The Trust hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's child protection and safeguarding procedures.
- 10.2 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the designated safeguarding lead to decide what is in the best interest of the child.

11. Equal Opportunities

- 11.1 Relationships and health education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings, e.g. menstruation and personal hygiene. This is detailed in the curriculum overviews available on the school website.
- 11.2 The Trust has a commitment to ensure that RHE is relevant to all pupils and is taught in a way that is age and stage appropriate. Prejudiced views will be challenged, and equality promoted.

12. Complaints

- 12.1 If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with the headteacher in accordance with the Trust's complaints policy.

Monitoring and Review

This Policy is reviewed annually by the Executive Director of School Improvement. Should there be any changes/further national guidance issued relevant to this policy, it will be updated accordingly prior to the review date and referred to the next Trust board meeting.

Monitoring and Review:	Director of School Improvement Trust Inclusion Lead Headteachers
Links:	Child Protection and Safeguarding Policy SEND Policy Complaints Policy Equality Act 2010
Staff responsible:	Headteachers RHE Leaders Teachers
Committee responsible:	Achievement, Support and Scrutiny Committee
Date reviewed:	July 2026
Next review:	July 2027
Sign off Chair of Trust:	Date:

Change Management

Issue No	Date	Change description
1.0	December 2020	Initial release
2.0	December 2021	Reviewed
3.0	December 2022	Reviewed
4.0	December 2023	Reviewed
5.0	December 2024	Reviewed
6.0	November 2025	No change as per DfE guidance
7.0	July 2026	Reviewed in line with DfE statutory guidance. Browne Jacobson template adopted.

Annex 1 - Relationships Education Primary Stage Curriculum and Outcomes

Nursery

Pieces	Learning Intention
1 My Body	I can name parts of my body and show respect for myself.
2 Respecting My Body	I can tell you some things I can do to be healthy.
3 Growing Up	I understand that we all start as babies and grow into children and then adults.
4 Growth and Change	I know that I grow and change.
5 Fun and Fears	I can talk about how I feel moving to school from Nursery.
6 Celebration	I can remember some fun things about Nursery this year.

Reception

Pieces	Learning Intention
1 My Body	I can name parts of my body.
2 Respecting My Body	I can tell you some things I can do to be healthy.
3 Growing Up	I understand that we all grow from babies to adults.
4 Growth and Change	I can express how I feel about moving to Year 1.
5 Fun and Fears	I can talk about my worries and/or the things I am looking forward to about being in Year 1.
6 Celebration	I can share my memories of the best bits of this year in Reception.

Year 1

Pieces	Learning Intention
1 Life Cycles	I am starting to understand the life cycles of animals and humans
2 Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same.
3 My Changing Body	I can tell you how my body has changed since I was a baby.
4 Learning and Growing	I understand that every time I learn something new, I change a little bit.
5 Coping with Changes	I can tell you about changes that have happened in my life.
6 Transition	I can tell you about what I have enjoyed this year and my hopes and worries about next year.

Year 2

Pieces	Learning Intention
1 Life Cycles in Nature	I can recognise cycles of life in nature.
2 Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control.
3 The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.
4 Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like.
5 Looking Ahead	I can identify what I am looking forward to when I move to my next class.
6 Transition	I can tell you about what I have enjoyed this year and my hopes and worries about next year.

Year 3

Pieces	Learning Intention
1 How Babies Grow	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.
2 Keeping Ourselves Clean	I know some simple ways of keeping clean which can keep me healthy and protect me from some infections.
3 Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.
4 Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles.
5 Looking Ahead	I can identify what I am looking forward to when I move to my next class.
6 Transition	I can tell you about what I have enjoyed this year and my hopes and worries about next year.

Year 4

Pieces	Learning Intention
1 Unique Me	I understand that lots of things make up a person's identity and this is what makes them unique.
2 Being Part of a Family	I know there are many types of family and that often our family members form part of our inner circle.
3 Circle of Change	I know how the circle of change works and can apply it to changes I want to make in my life.
4 Accepting Change	I can identify changes that have been and may continue to be outside of my control, and I have learnt to accept.
5 Looking Ahead	I can identify what I am looking forward to when I move to my next class.
6 Menstruation <i>(girls only)</i>	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.
7 Transition	I can tell you about what I have enjoyed this year and my hopes and worries about next year.

Year 5

Pieces	Learning Intention
1 Self and Body Image	I am aware of my own self-image and how my body image fits into that.
2 Puberty for Girls	I can explain how girl's bodies change during puberty and understand the importance of looking after ourselves physically and emotionally.
3 Puberty for Boys	I can explain how boy's bodies change during puberty and understand the importance of looking after ourselves physically and emotionally.
4 Looking Ahead	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).
5 Looking Ahead	I can identify what I am looking forward to when I move to my next class.
6 Transition	I can tell you about what I have enjoyed this year and my hopes and worries about next year.

Year 6

Pieces	Learning Intention
1 My Self Image	I am aware of my own self-image and how my body image fits into that.
2 Puberty	I can describe how boys' and girls' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
3 Boyfriends and Girlfriends	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.
4 Having a Baby	I can correctly label the internal and external parts of male and female bodies that are necessary for a baby.
5 Real Self and Ideal Self	I am aware of the importance of a positive self-esteem and what I can do to develop it.
6 The Year Ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school.

Relationships Education

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> • That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
<p>Respectful, kind relationships</p>	<ul style="list-style-type: none"> • How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely

	<p>the difference between being kind to other people and neglecting your own needs.</p> <ul style="list-style-type: none"> • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
<p>Online safety and awareness</p>	<ul style="list-style-type: none"> • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Science Programme of Study

The National Curriculum for science covers:

- Naming the main external parts of the human body.
- The human body as it grows from birth to old age (including puberty).
- Processes of reproduction and growth in animals; and
- Reproduction in some plants.

Early Years Foundation Stage (EYFS)

EYFS children learn about life cycles to introduce them to the concept of growth, change, and the interconnectedness of living things. It helps them build a foundational understanding of the natural world around them.

Through ongoing personal, social, and emotional development, they develop the skills to form relationships and think about relationships with others.

Key Stage One

Year 1 and 2 pupils learn to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense e.g., sight and hearing.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the basic needs of animals, including humans, for survival i.e., water, food, and air.
- Describe the importance for humans of exercise, eating the right amounts of different types of food and personal hygiene.

Key Stage Two

The science curriculum has units in Year 5 and 6 that are related to the development of human beings and reproduction. The national guidance is followed in all Trust schools.

Living things and their habitats

Pupils will be taught about sexual and asexual reproduction in plants and sexual reproduction in animals. Pupils will be taught that:

- Two animals are needed (a male and a female);
- The male produces sperm;
- The female produces an egg;
- When a sperm and egg meet, they make an embryo, and this grows into a baby.

Important note: *pupils will not be taught how this process happens.*

Animals including humans

Pupils will be taught about the changes from birth to old age, including changes in puberty. Pupils will be taught:

- That when a human reaches puberty, they go through a period of cognitive and physical change.
- That hormones increase in the body, and these make the changes happen for both males and females.
- The term used to describe this is puberty.
- That for females, the ovaries will start to release eggs and the womb is where a baby would grow, breasts would grow, hair would grow on parts of the body where it had not before (such as under arms or legs), hips widen and, because of hormones, acne may appear.
- That for males, acne can appear, the voice box changes, and the voice becomes deeper, sperm is made in testicles, shoulders broaden, hair grows on the body and face where it had not done before.
- During puberty, many humans grow more rapidly.

Annex 2 - Health Education Primary Stage Curriculum and Outcomes

<p>General wellbeing</p>	<ul style="list-style-type: none"> • The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • That it is common to experience mental health problems, and early support can help.
<p>Wellbeing online</p>	<ul style="list-style-type: none"> • That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

	<ul style="list-style-type: none"> • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal Safety	<ul style="list-style-type: none"> • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	<ul style="list-style-type: none"> • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

CONSULTATION

Annex 3 - Right to Withdraw Request Form

Please submit to the school office for the attention of the Headteacher

Child's Name:	Year Group:	Teacher:
Teaching session focus/piece: Year 6 (Lesson 4) Having a Baby		Explain your reasons for wishing to withdraw your child:
Parent/Carer Name:	Parent/Carer Signature:	
Request Submission Date:	Response (<i>within 14 days of receipt</i>):	
Headteacher Name:	Signature:	Date: